

Review of: "Assessing students' attitudes and perceptions towards statistical literacy in a university system in a developing African country"

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Potential competing interests: No potential competing interests to declare.

The paper assesses the difficulties in learning Statistics at a post-secondary level under several dimensions, such as attitude, cognition, effort, interest, and more. I find the study interesting since it can fit into the wider challenge of educating in STEM, where several subjects share with Statistics most of the criticalities presented, e.g., students' preference for qualitative aspects rather than quantitative ones, the insufficiency of effort alone to improve performance, and a few doubts about the applicability of the discipline. Moreover, this feature is not limited to developing countries, but it holds for developed countries as well, where students called to deal with Statistics and STEM subjects tend to face similar obstacles.

Positive Point: Statistical analyses are performed with a level of detail that can be considered properly deep and well balanced. Too many studies limit themselves to descriptive statistics rather than involving the use of inferential ones, or even keeping the dissertation qualitative. This is justifiable when samples are not so big and there is no possibility to enlarge them (e.g., because the study refers to sectorial experiences, with the impossibility of considering a broader audience), but if they allow for significance, it has to be highlighted.

Negative Point: The paper lacks a part presenting possible future research directions. The actions to take in order to overcome the limitations in question are, of course, important and generally well described, but it would have its importance also to write at least a bit about how to further study the topic, for example, some time after proper action has been taken and features could have undergone changes.